Principal Evaluation Training Module 1:
Giving and Receiving Feedback

An Exploration of the Wisconsin Framework for Principal Leadership and the Principal Evaluation Process

Wisconsin Department of Public Instruction
Educator Effectiveness Team

Using this Training Module

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This Principal Evaluation Training Module is part of a series of six modules, designed to better familiarize principals, assistant or associate principals (APs), and evaluators of principals with the Wisconsin Framework for Principal Leadership (WFPL). Each of the six modules uses a common school leadership task as a backdrop to explore the framework.

This training is best used collaboratively as a group of both evaluators of principals and the principals/AP's they evaluate.

Learning together, evaluators and school leaders will benefit from the activities and discussions about the components as well as the discussion of how the WFPL components can be seen in the school context. These discussions help contribute to a more reliable evaluation process.

Part 1: Learning about the Components

Key Wisconsin Framework for Principal Leadership Components in this module:

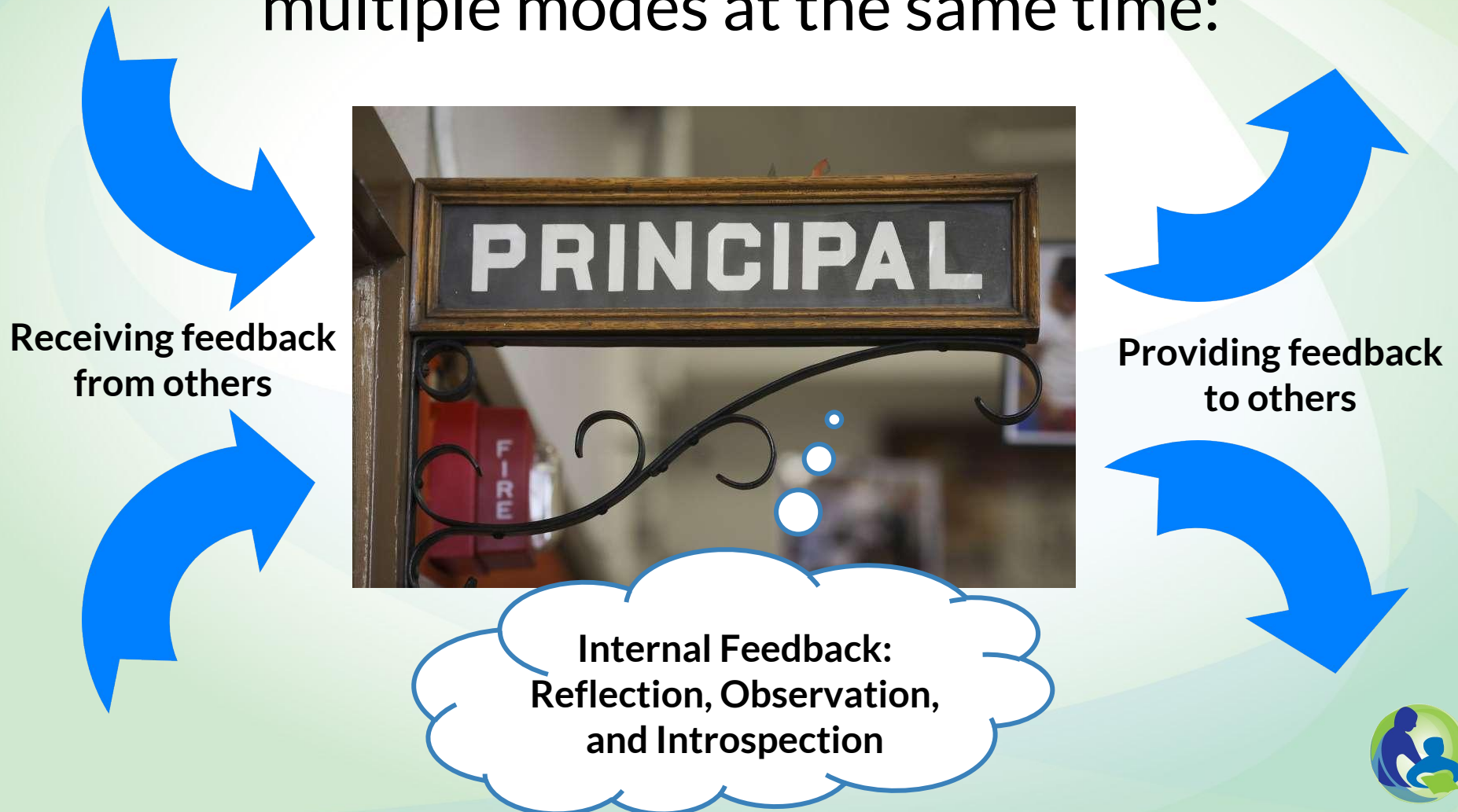1.1.3, Observation and Performance Evaluation

1.1.4, Professional Development and Learning

2.1.3, Use of Feedback for Improvement

The Principal on Giving and Receiving Feedback

Feedback is multidirectional, and can happen in multiple modes at the same time:

Receiving feedback from others

Providing feedback to others

Internal Feedback: Reflection, Observation, and Introspection

Principal's Role in Giving Feedback

Providing high quality feedback can benefit many different stakeholders, sometimes at the same time:

- Students, teachers and staff

- Personal or professional learning network

- Peers

Consider how the principal's feedback will be used by audience and intended outcomes

Think also about the barriers that might prevent someone from using a principal's feedback

Principal's Role in Receiving Feedback

Consider the principal's need for feedback:

- Self-reflection

- Goal setting and improvement planning

- Setting directions and adjusting plans

Consider how feedback the principal receives will be used and what other stakeholders benefit from the principal utilizing the feedback

Think also about the barriers that might prevent a principal from using feedback

Discussion: What barriers can affect how a principal successfully internalizes and uses feedback about his or her performance?

Domain 1: Effective Educators

   1.1: Human Resource Leadership

Domain 2: Leadership Actions

   2.1: Personal Behavior

1.1: Human Resource Leadership

Principals select, recruit, develop, and evaluate teacher staff with the competencies needed to carry out the school's Instructional improvement strategies.

Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.

1.1.3, Observation and Performance Evaluation

Hallmarks of being effective in this component:

- Regularly observing teachers using different modalities (walkthroughs, classroom and team-level observations)

- Regularly giving staff clear feedback based on observations, other evidence sources, and evaluation criteria

- Completing evaluations that identify accurate levels of performance and periodically reviewing results for reliability

- Appropriately documenting and addressing weak performance, including using intervention plans when needed

- Consistently using evaluation results to inform individual growth

- Providing opportunities for teachers to observe each other's practice

1.1.4, Professional Development and Learning

Hallmarks of being effective in this component:

- Consistently providing learning opportunities informed by current student, classroom, and school data reflecting cultural, linguistic and other learning needs.

- Creating productive and engaging learning opportunities that align with educator learning needs and school improvement priorities

- Encouraging educators to take responsibility for improving their performance over time.

2.1: Personal Behavior

Effective Principals model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with students, staff, parents and the community.

Effective principals also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to achieve school goals and improve performance.

2.1.3, Use of Feedback for Improvement

Hallmarks of being effective in this component:

- Actively soliciting feedback and help from stakeholders, and using feedback to improve personal and school performance

- Regularly incorporating feedback to help shape priorities designed to improve student achievement

Discussion

In what ways do these three components, working together, focus an evaluator's attention on a principal's actions around providing feedback to others and using feedback to improve personal, student, and school outcomes?

1.1.3, Observation and Performance Evaluation

1.1.4, Professional Development and Learning

2.1.3, Use of Feedback for Improvement

Part 2: Seeing the Components in Action

Watching a principal lead and facilitate professional development for a teaching staff

Key Wisconsin Framework for Principal Leadership Components in this module:

1.1.3, Observation and Performance Evaluation

1.1.4, Professional Development and Learning

2.1.3, Use of Feedback for Improvement

Context for the Video

This is a video from a high school post-observation conference, in which the building principal is providing feedback on a recent observation of a Language Arts class.

The conversation deepens when the principal asks the teacher to reflect on questioning techniques the teacher used, as well as how the teacher used a specific instructional strategy, technology integration and implementation, within the lesson.

The principal then takes the time to reflect on the feedback she provided, and how that impacts her as a building leader and someone who needs to provide high-quality feedback that helps an educator grow.

View the Video

[Giving and Receiving Feedback](https://www.youtube.com/watch?v=xleFqhOhPiA)

(Note: Link will open a browser window to YouTube video)

https://www.youtube.com/watch?v=xleFqhOhPiA

Video Review

Discuss how you could see examples of evidence of each of these components in the video:

1.1.3, Observation and Performance Evaluation

1.1.4, Professional Development and Learning

2.1.3, Use of Feedback for Improvement

Using the WFPL rubric, how might you formatively score the principal on :

1.1.3, Observation and Performance Evaluation

If you were her evaluator, what feedback might you give her on providing feedback to teachers and conducting future post-observation conferences?

How does the principal's self reflection also constitute evidence for:

2.1.3, Use of Feedback for Improvement

Part 3: Working with the Components in your context

The Principal's Role in Giving and Receiving Feedback

Thinking about the components identified in this module, first consider the professional activities that currently exist within your own building and/or district context for the evaluator to see the principal leading professional activities.

- What opportunities already exist to provide principals feedback?

- What opportunities already exist to see principals provide feedback to teachers and staff?

Local Standards for Providing Feedback to Principals

Participant Packet, Page 2

Standards for providing feedback to principals and/or AP's	What does this look like in our context?
Frequency	
Timing	
Format	
Application of Feedback	
Other	
Other	
How WON'T we give feedback?	

The Principal's Role in Giving and Receiving Feedback

Discussion: How might a principal demonstrate that he or she has received feedback, internalized it, and made changes based on it? How might that be documented (either in the moment or over time?)

Discussion: How might opportunities to give or receive feedback also be aligned to your district or strategic planning priorities? (ex. a principal facilitating a building-wide satisfaction survey and using it to create an action plan.)

For more information on the Principal Evaluation Process, please visit:

dpi.wi.gov/ee